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ABSTRACT

The Small College Consortium is funded under Title III of the Higher Education Act of 1965 for developing institutions. Under this project technical assistance and financial resources are provided to 54 colleges to learn to use new techniques and processes to overcome weak areas of their institutions. The evaluation is for the fiscal year 1976-77 and has three purposes: (1) to assess the progress of participating institutions in fulfilling the objectives of the project; (2) to provide additional insight into the development process; and (3) to identify procedures used by colleges to assure accountability. The second part of the evaluation presents seven institutional case studies and their analyses. (MSE)

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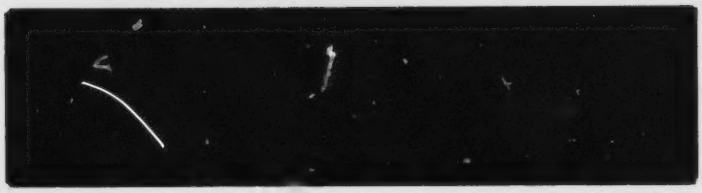

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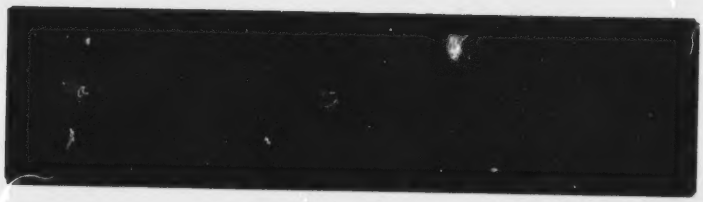

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AN EVALUATION OF THE SMALL COLLEGE CONSORTIUM,

A TITLE III PROJECT

PART II: CASE STUDIES

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PREFACE

This report is part of an evaluation of activities of the Small College Consortium for the fiscal year 1976-1977. The Small College Consortium is funded under Title III of the Higher Education Act of 1965 (PL89-328), as amended, for developing institutions. Under this project technical assistance and financial resources were provided to 54 colleges "...to learn to use new techniques, strategies, and processes to overcome weak areas of their institutions." Averett College was the Coordinating College for the project.

The evaluation has three broad purposes: to assess the progress of participating institutions in fulfilling objectives of the project, to provide additional insight into the development process, and to identify procedures used by colleges to assure accountability. The evaluation includes two parts. The first part is the survey results completed by all institutions and materials on the project available from the Washington, D.C. office. The second part is the analysis of seven case studies and the case studies themselves.

This report should be useful to those interested in the general area of institutional development in higher education and in specific results of this consortium effort. The detailed evaluation results should be especially useful to staff participating in the project.

TABLE OF CONTENTS

PREFACE iii

INTRODUCTION 1

SYNTHESIS 5

CASE STUDY A: A Small City Coeducational Protestant College 9

CASE STUDY B: A Suburban Catholic Women's College 17

CASE STUDY C: A Metropolitan Coeducational Baptist College 23

CASE STUDY D: A Rural College Founded by the Quakers 27

CASE STUDY E: A Metropolitan Catholic Women's College 31

CASE STUDY F: A Medium Sized City Coeducational Catholic College. . 37

CASE STUDY G: A Small City Evangelical Liberal Arts College 43

INTRODUCTION

This part of the evaluation is designed to serve the following purposes:

- To assess progress in institutional development at a selected sample of institutions in the Small College Consortium (SCC):
- To examine the process of institutional development in this sample for generalizations applicable to other settings;
- To enrich the more quantitative portion of the evaluation by exploring the quality of institutional development as experienced by participants;
- To generate hypotheses about institutional development for investigation in the future of SCC in order to extend the applicability of what is learned from this project;
- To identify resources and needs at SCC institutions in order to guide planning of future activities.

Intensive case studies of seven of the 34 SCC institutions are the means to these ends. The sample was selected to meet certain a priori criteria: region, institutional development. The SCC staff assisted in identifying institutions on these dimensions. The case study team made the final choices. The actual selection of the seven institutions was tempered by practical considerations, notably, the availability of appropriate administrators and faculty during the time period when the visits could be conducted and the scheduling of evaluators.

Two of the evaluators had had no direct involvement in institutional activities of SCC. One had worked as an SCC staff member in the area of faculty development from January through June, 1977, while on sabbatical leave from his home institution. He visited institutions with which he had no prior contact. To the extent possible, the evaluators worked in pairs. Four of the seven campuses were visited by pairs of evaluators; the remaining three by a single evaluator. Visits were conducted in a six-week period between May 15th and June 30th, 1977.

All visits followed the same format. Each one covered three calendar days, starting late in the afternoon of the first day and ending in the early afternoon of the third day. Evaluators spent an extended period of time with the On-Campus Coordinator (OCC), typically starting and ending the visit with her or him and having a few shorter meetings during the visit. The President, Academic Vice-President or Dean, and members of key faculty committees were interviewed in each case. Beyond these persons, other administrators, faculty members and "opinion leaders" from any segment of the campus community were also interviewed, including those who were members of the loyal opposition and outright critics of the developmental activity. With few exceptions, each person interviewed met with one or both evaluators alone for 30-90 minutes. In a few instances, group interviews (e.g., with the members of an educational policy committee) were held. The schedule of persons interviewed varied somewhat from campus to campus depending on the emphasis of the program and the availability of key figures. Generally, all persons central to the program were seen during the visits.

In order to achieve the purposes of the evaluation, the evaluators focused on six questions. Obviously, different combinations of these questions were emphasized with different interviewees depending on their respective roles in the institutional development efforts. The questions are as follows:

1. How and by whom was the focus for institutional development identified? What is the sequence of major events undertaken during this year.

2. From your perspective, what are the major barriers/facilitating conditions for institutional development at your institution?

3. What strategies (implicit/explicit) for institutional development are being used; by whom? Give concrete indicators of what strategies are being used and how. How do these strategies relate to barriers/facilitators? What is the prior institutional history/experience with developmental strategies?

4. What is your perception of progress regarding institutional development? Using concrete criteria to support your conclusion, how do you know that progress has been made?

5. What is there about the strategies for development that has made them work or not work? What are major institutional constraints and unexplored opportunities?

6. Relate your institution's developmental activities to your personal and institutional expectations, to your understanding of the expectations of the staff of the Small College Consortium, and to the overall objectives of SCC.

At the start of each interview, evaluators stated that the case studies were to be descriptive, not judgmental; that perceptions and impressions of what happened were as valuable in shaping the case studies as were "facts"; and that institutional participants would have an opportunity to critique the case study reports before they were put in final form.

Upon completion of the interviews, one of the evaluators drafted a case study integrating all of the available data to answer the six broad questions. The draft was shared with the partner in evaluation, if there was one, to check for clarity and accuracy. A final draft was submitted to the OCC at each institution for reaction and comment in a follow-up telephone interview.

As a final step, the three evaluators synthesized the experience of all seven case studies. The author of each case study identified critical forces in the process of institutional development and suggested hypotheses about what produced effective or ineffective programs at each institution. Following a critical review of this material, the evaluators narrowed the material to a few general principles and developed an organizing framework. From the latter a few significant questions for further exploration were identified.

The synthesis is the next section of this report. The reader is encouraged to review the detailed case studies which follow it. In doing so, it should be understood that the synthesis is an analysis of the case studies from the perspective of

the evaluators themselves. It is useful in its present form. However, to be most useful, it is important for the reader to explore the case studies as the source of the synthesis. From personal experiences with institutional development and individual perceptions regarding the significance of the case studies, the reader can build from the analysis to one applicable within a specific institutional setting.

SYNTHESIS

The primary purpose of this section is to present what was learned about institutional development as attempted and practiced in seven widely different small colleges. Some of the insights are not new; rather, they tend to affirm traditionally accepted principles of organizational change. Others may be less familiar. All were arrived at inductively, based upon the evaluators' experiences in these seven settings. No a priori theoretical model was imposed, and no one individual may claim ownership of the framwork that ultimately emerged.

One general criterion guided deliberations. In order to be eligible for inclusion, each principle had to be demonstrably relevant to each case, so that progress or lack of progress at the individual institution could be at least partially explained by the presence or absence of that principle. The reader may wish to use this same criterion while reviewing the individual cases, noting possible discrepancies or outright contradictions that we may have missed.

The eight principles follow. Principles One through Six reflect "facilitator" - campus conditions which played a major role in determining first-year project effectiveness. None of these factors is sufficient by itself, but it is suspected that most, if not all, are necessary. Principle Seven is the linking pin between campus facilitators and effective organizational development. Since it bears directly upon the behavior of the On-Campus Coordinator, its importance cannot be over-emphasized. Principle Eight reflects a necessary effect of first-year project activities. This factor is not only critical for project survival, it also nurtures and reinforces project facilitators and accelerates development activities. As will be pointed out, however, the cylce may be easily broken if expectations are not satisfied with concrete results.

PRINCIPLES CONTRIBUTING TO EFFECTIVE INSTITUTIONAL DEVELOPMENT

FACILITATORS

1. Development efforts have a history of success at the college, stemming either from internal activity or from sponsorship by some external agency (such as CASC).
2. Campus administrative support for the project is both visible and continuous.
3. The performance of top administrators at the college complement each other as part of an overall strategy.
4. Disagreements and conflicts among campus factions are openly expressed.
5. Project participants feel supported by the Small College Consortium.
6. The OCC has formal or informal authority over the development process and has a "responsive" and "nonaligned" image.

THE OCC's RESPONSE

7. The OCC recognizes, works within and uses the norms and culture of the college.

NECESSARY EFFECT

8. A sense of "anticipated payoff" surrounds development efforts, a sense that project activities meet a genuine need and will likely lead to constructive change.

The following comments will further elucidate the evaluators' findings regarding the eight principles:

1. A history of success. At some colleges (e.g., College D), institutional planning and development had been a deliberate and visible part of the administrative plan prior to association with the SCC. At these schools, project activities served to augment already-steady progress, thus avoiding a "flash in the pan" reputation. At other colleges where long-range planning was more foreign, the same effect was achieved if the colleges had had successful relationships with CASC in the past (cf. Colleges C and G). At College C particularly, where visible progress was the least of any college we studied, the project retained enough credibility at year's end to keep it going, at least temporarily.

2. Visible and continuous administrative support. As self-evident as this principle may appear, there were, nonetheless, some interesting subtleties. First, the key administrative officer is not always the President; sometimes it is the Academic Dean (College C). Second, a delicate threshold exists between support and domination: between working with the project (e.g., College A) and manipulate it (College C). Third a sense of "administrative support" does not necessarily require the constant presence of administrative officers, but rather a faculty perception that the project remains one of their top priorities. Shifting administrative emphasis away from project activities may cause problems with faculty "staying power", as we suspect may occur in College B.

3. Complementary roles. One explanation for the evident progress at College B is that the energy and dynamism of the President was tempered by the Academic Dean's calm attention to the "affective domain". Similarly, the Dean's role as "academic engineer" at College D helped balance the President's spiritual and philosophical focus. At both schools the OCC was able to play a mediating, facilitating role. In contrast, the President and Dean at College E both played low-key, behind-the-scenes roles, and the OCC had to take more direct, forceful action to move the project ahead.

4. Open disagreements. The social norms for expressing conflict varied widely among the seven colleges, ranging from almost total nonconfrontation (College A) to a "built-in doctrinal tension" (College G). At some schools (notably College F) the culture was changing to allow for a fuller, more open discussion of important issues, and such change may be attributed in part to project activities. Wherever open conflict was frowned upon, however, evaluators found not only a general lack of structure for planning but also greater potential for latent suspicion and rumor.

5. Support by the SCC. One of the most interesting findings was the importance of "moral support" offered by SCC. Simply knowing that resources were available when needed proved to be a critical facilitator. At most colleges (cf. A, E, and G), SCC was seen to have dual roles: to raise awareness and stimulate activity through on-campus and off-campus workshops and then to allow individual colleges to set their own course, offering help when called upon. College C illustrates, in contrast, the sense of isolation that can result when local participants do not perceive this empathy.

6. Formal or informal authority of the OCC. At several of the colleges studied the OCC had little formally-vested authority, yet was quite successful in making things happen, either by drawing upon his or her own history of familiarity with the school (e.g., College B), or by demonstrating service (e.g., College F). What was critical was the OCC's autonomy; where it was throttled - as in College C - little progress was possible.

7. Recognition and use of norms by the OCC. As suggested earlier, this may be the single most important principle of all. One of the clearest messages emerged from the seven cases studied was that strategies for change are not universal; they are rarely even similar. Effective intervention depended more upon the OCC's skill in identifying and exploiting the unique culture on campus: the perceived need for and boundaries for change, the working styles and personal agendas of faculty members and other participants; unique interaction patterns among college perosnnel. The evaluators were surprised at how radically different these characteristics were from college to college, and thus how radically different development strategies needed to be. What worked at one institution would clearly not work at another. Here are three examples. College B had serious survival problems, a strong sense of need for planning, and a "workhorse" faculty; there the OCC was most effective as a resource person, offering primarily logistical support. Even though College E faced similar survival problems, the administrative situation there was quite different, requiring the OCC to take more direct administrative responsibility and a more active role in data collection activities. The OCC at College F was new to the school and had to first establish his credibility on campus by responding to indigenous departmental needs, all the while maintaining a "safe" distance from the President, whose authoritarian style was the object of some distrust. Effective development strategies were rarely, if ever, the same from campus to campus. The key variable was the OCC's skill in organizational diagnosis; thus it is concluded that "model" programs should be analyzed on that basis, not for generalizability of approach.

8. Sense of anticipated payoff. Sometimes, especially early in a project's life, catalytic effects are more important than direct effects: that is, outcomes which serve as precursors to more long-term development are often the most significant. "Anticipated payoff" was found to be the most critical catalytic effect among the colleges studied. In some fashion the project must demonstrate potential satisfaction of a genuine, locally-defined need, in a way that participants feel they stand to reap some benefit from their work. People were quite skeptical of, and had little patience for, "long-range planning" that promised few immediate benefits.

   At six of the seven schools, a general sense of anticipated payoff did appear to exist. In four of the colleges (A, D, F, and G) an incremental change strategy had evolved: large problems were attacked as a series of small problems. At College D, for example, improvements were made in academic advising, and small modifications were made to the core curriculum. In the words of the OCC there, "change leads to change". In two of the colleges (B and E) the emphasis was more on full-scale, long-range problem solving. At both schools such a strategy seemed somewhat risky. College

B was tremendously productive its first year, leaving some faculty members feeling that serious problems had been solved, when in truth much work had to be done. College E ended the year focusing on a short range solution, a weekend college, as the "shining white hope" for long range survival. The anticipated payoff in each case may well have generated expectations that will be difficult to meet. It is probably the case that large-scale disillusionment would clearly break the success cycle, perhaps irrevocably.

Regardless of their significance, general principles tend to be rather empty statements by themselves. The sample of seven colleges is too small to warrant prescriptions for development efforts in all 54 SCC schools. However, the conclusions reported herein can serve to generate hypotheses which deserve testing on a larger scale. These hypotheses are offered below without further comment.

Hypothesis 1. The ability to recognize and deal with college norms is a learnable skill. Once learned, the individual will be more effective as a participant in organizational development.

Hypothesis 2. A range of skills is necessary for total institutional development. Since no one person has them all, they must be spread across several key roles.

Hypothesis 3. An overall positive correlation exists between each of the synthesis principles and overall project effectiveness, as defined locally.

Hypothesis 4. "Anticipated payoff" is a necessary condition for institutional development. Demonstrated early success is the only permanent factor leading to long term effectiveness; others (such as positive personal reputations) will keep a project alive temporarily.

Hypothesis 5. While institutional norms define acceptable boundaries for development, the boundaries themselves are not fixed, and are affected by the development process.

Hypothesis 6. Since institutional development is cumulative and depends upon boundaries defined by the campus culture, development efforts which are allowed to soak in gradually are more likely to be successful than those which folld the campus with short bursts of intense activity.

CASE STUDY A: A Small City Coeducational Protestant College

College A is a coeducational institution affiliated with a small Protestant denomination. It is located in the South-Central states in a small city. Its present enrollment is 508 persons, including 47 adults in an evening degree program. This is several hundred below the peak enrollment of the late 60s and early 70 but still above what had been considered normal for this College for many years. Only 15 times in its almost hundred-year history has this College had an enrollment greater than 400.

During the late 60s and 70s, however, in response to the increased enrollment, facilities expanded. Buildings costing $2,000,000 were constructed in a three-year period. The rapid growth of the College, doubling in a little over three years, and the institutional response to it had contributed to the present state of College A. Much of that growth in student population was a result of attracting students largely from Eastern urban areas who were incompatible with the social climate of College A and its religious orientation. There was some dissatisfaction with the consequences of this condition among faculty and some administrators and among the constituency of the College. It is felt that the College was departing from its heritage and was increasingly offering an education not in accord with that desired by the constituency. Following the departure of the then President, redirection of admissions policy and the end of the war in Vietnam the enrollment plummeted as rapidly as it had risen.

Now is has an enrollment comparable to that prior to the boom period. It has reestablished strong ties with its natural constituency. The student population reflects its traditions. However, the College is carrying the indebtedness from the burst of construction and no longer has the student population to use the facilities to full effectiveness.

College A offers a unique combination of traditional liberal arts education and education in practical skills. This approach flows from the earliest traditions of the College, reflecting its rural, Christian, farm-family roots. Today it offers vocational programs in industrial education, home economics, and agriculture as well as in education, nursing and dietetics. The curriculum has been relatively unchanged for almost ten years. It has met the needs of students and expectations of their parents preparing them to work and live in the rural communities from which they come.

College A is part of multiple consortial relationships in its immediate area. There are several small church-related colleges nearby, all of which offer liberal arts education from a Christian tradition comparable to that of College A. In a number of different areas there is productive sharing of resources including library, computer facilities for business and management use, and faculty in departments where any one of the colleges might have difficulty in offering an adequate major program. At a slightly further distance there are large state universities and community colleges which compete with all of the small church-related schools largely by offering greater diversity of programs at much lower tuition.

Academic year 1976-77 was the first year for a new president. He is the third president in 12 years. One served from 1965-72, one from 1972-76. From 1972 to the present, four of the six years have been either the first or last year of a president of College A. Continuity in College operations has depended on administrative staff and faculty for at least some of those years.

ORIGIN OF PARTICIPATION IN SCC

The Vice President and Academic Dean had the central role in initiating participation in SCC. His desire to participate is a result of his conviction that CASC is a vital force in working for the nation's small colleges. By offering quality technical assistance and in serving as a voice for small colleges CASC contributes greatly. Starting with this outlook and an appreciation of the benefits which College A has gained from its involvement in other consortia including another one supported by Title III, the Vice President/Academic Dean urged participation.

When the new President arrived in mid-summer 1976, he had never heard of SCC and acted entirely on the advice of the Vice President. Thus, it began. The appointment of the OCC resulted also from the recommendation of the Vice President. The OCC had been working in public relations for the past five years. She also had taught part-time regularly through that period. She had established a reputation for competence and hard work. Her role in public relations had earned respect from many parts of the College community. The role of OCC offered an opportunity to use her capabilities to greater advantage.

EVENTS

The events of the year at College A are distinctive because it has been the first year with a new President and a major new role for the OCC. At the outset the OCC started a disgnostic/planning process following the approach suggested by SCC. This included the development of a core committee to be centrally involved in the planning activities. Following the Zior Workshop, the President urged that a much more broadly based effort be developed with participation established throughout the campus. This was done and worked well. This stage of activity at College A paralleled the new President's approach. He chose a deliberate information-gathering stance for the first year.

From both efforts, long-range planning, sharpened finance and management practices and retention were seen as important issues. Because the President had conducted a retention study at his previous institution, he took an active personal role in this area. During the evaluation visit in June, the results of this study were being analyzed and were being used as a basis for developmental activities for next year. While for many the results of the study were not earth-shaking, they did clarify the difference between assumptions that were being made with a basis in fact and those which had been more the nature of myths. The basis for why students stayed or left College A was more sharply understood.

Other activities engaged in during the year included attendance at a workshop on retention problems at Friend's College, a workshop on student advising held for faculty at College A using funds from another Title III grant. This workshop drew on CASC for consulting assistance. A workshop on retention was held on campus, again drawing on other resources. This time a consultant from ACT with whom the institution has had prior experience was called in.

As the year drew to a close, the focus began to shift into other areas. The curriculum became one particular focus. Ten years ago, a consultant was brought on campus to develop a master plan for the curriculum. There is such sensitivity to the heavy-handedness of that approach that every effort is being made to have whatever is done about curriculum grow from community participation. The CASC workshop in June '77 served as a particularly helpful

experience, providing a focus for the activities of the educational policies committee. The group which attended the meeting will continue to work during the summer, completing a preliminary report to be presented at a two-day faculty orientation meeting at the start of the academic year. This is not to be the definitive plan but a broad overview of areas in which College A is doing well and those in which developmental activities are necessary.

At the urging of the Board of Trustees, a task force has been appointed on the question of tenure. This is a potentially touchy issue. Two years prior to this, the faculty had submitted a proposal to the Trustees recommending action in this area. That proposal was not acceptable to the Trustees. For that two-year period, the existing tenure policy has been held in abeyance. The issue seems to be one of working out an equitable pattern in which flexibility can be maintained in responding to changing demands made on the College while protecting the career investment made by faculty up to this point. The task force on tenure is to make its report to the Board by December '77.

At the initiative of the President, further activities will be conducted in the area of admissions and finance. This is an extension of work already underway from the retention study but also feeding over into the need for long-range planning. Definite steps have not been taken to define the goals and direction of the studies of admission and finance but they have been identified as areas for further development.

STRATEGY

Coming as it does at the start of the President's term, the extent to which this is a deliberate strategy and/or the result of a different style of leadership, is somewhat difficult to discern. Clearly, there is a shift underway from that administration and faculty both describe as a laissez faire approach toward planned institutional development. Planning has been done on a relatively short-term basis, never for more than one year in advance. As a result, College A responds to all peaks and valleys of demand.

As part of the shift in leadership, there is also a deliberate effort on the part of everyone concerned to strengthen ties to the church-related constituency of this college. That results in part from a desire to continue to attract students and the important financial support needed to sustain the College during this period of financial stress. This is being done by building on the traditions on which this College has been founded.

The President's style is clearly one of developing a sound information base for all decisions. This experience is something of a departure from the norm at this institution. Faculty and some administrators could even be said to have experienced some shock in what they have been learning about the state of the College. They are all learning to live with a tightened belt. Many describe the situation as that of "trimming sails". Basically, they are learning to do better what they do well, modifying or cutting back the rest. All of this is a strategy based on learning. The President describes his role as that of being an educator in relationship to students, faculty and staff as well as to the constituency. Given that the campus tends not to be politicized and operates on a somewhat authoritarian model, with the President providing primary leadership, the approach seems appropriate and effective to date. There is a clearly stated expectancy, however, that the President will act more directly and openly in the coming year.

RESULTS

Given the agenda laid out in the earliest proposals to SCC, those active at College A have been quite successful in doing what they set out to do. Almost everyone involved in the process has experienced growth whether it be through the exposure to new ideas in attending off-campus workshops or on-campus workshops with invited consultants or in direct involvement in planning where that was not possible before. Based on the accounts of life at College A in earlier years, this first year with a new president and as part of SCC could be seen as laying the foundation for future development. Getting in touch with the hard reality which this College faces has been an essential part of that building process. The extent to which this has been done well or poorly will be judged better a year from now when the first stage of the next activities should have produced results.

CRITICAL FACOTRS

Facilitating. Central to the progress made at College A have been the collective actions of the President, the Vice President/Academic Dean and the OCC. They provide a strong group with a combination of skill, sensitivity to the traditions of the institution and dedication. They could not have carried out their activities as successfully as they have without the positive contribution of people in general. The staff and faculty of College A are of sound quality and exceptionally dedicated. In part, this is a consequence of the service orientation of the sponsoring church. The faculty, half of whom are members of this denomination, and the others as well, have created a tradition in which giving above and beyond the call of duty is considered normal. This attitude extends beyond the College itself to the broad church community of which it is part. Now that it is clear that the College intends to build on its traditions, there are strong indications of vigorous support, for example, from the Board of Trustees and the parents of prospective students.

The facilitating factors at College A are human traits. Tenacity, dedication, determination are adjectives used to describe everyone involved with College A. Those qualities keep them going in the face of difficulties. Everyone interviewed seemed to be quite realistic about the nature of the problems and the possibilities for solutions. On the whole, they seem to be in tune with the mission of the College. They operate with a sense of place and a desire to provide high quality education within that context. For College A, invented solutions will probably not be necessary. There is a high degree of congruence between their traditions and a path leading to likely solutions for the future.

Barriers. The sponsoring church which is mentioned as a strength is also seen as having provided some difficulties for the future of the College. It has a relatively small membership. Because it is not evangelical, it is likely to be dwindling in size. Now its support is essential for continued survival of the College but in the long-range future it is not likely to be able to continue in that central role. That is a long-range problem which many acknowledge. In the more immediate future, some other characteristics seem to flow from the particular kind of life encouraged by this church. In several reports of accrediting groups and consultants, the faculty have been referred to as docile or as being easily dominated by the administration. Many acknowledge that this is so, but attribute it to the spiritual qualities and qualities of personal behavior valued and encouraged by the sponsoring church. It is pacifist and nonviolent and encourages servanthood as a model. As a consequence,

nonconfrontation is a norm. This in turn leads to the laizzez faire pattern of decision-making. As long as someone acts from a sound sense of his/her conscience, that behavior is acceptable. Another possible consequence of the characteristics of the sponsoring church is the relatively limited world-view.

It is important to note that those reporting these positions are not saying that these qualities are bad, but rather that in a time of crisis such as College A is now experiencing, these characteristics may limit the range of behavior available for rapid response. It is also important to note that some of those interviewed insisted that on campuses of other colleges sponsored by the same denomination they did not find these characteristics. They conclude that docility, nonconfrontation, laissez faire, etc. are peculiar to College A, not to the sponsoring church. Despite the differences of opinion, these perceptions are offered by an overwhelming majority of those interviewed and can probably be safely considered as descriptive of life on this campus, whether or not they are caused by the sponsoring church.

There is another cluster of more pragmatic, immediate problems. First of all, this has been a transitional year in which the entire administration and staff has had to learn a new leadership style. Most acknowledge that the new President is markedly different from his predecessor. His deliberateness, his insistence on developing a sound information base before action, being less directive and less outspoken are seen as important differences. A theme in many interviews is that they do not know what the new President stands for, where he is headed or what he expects of them. Again, this is a matter of perception, not necessarily that of reality. The President feels that he has stated in a number of ways, in speeches, in articles and in his behavior what he stands for. Progress is obviously being made and will continue to be made in this regard.

According to some, tuition at College A is unusually low. Even with an increase in tuition for next year, it is still several hundred dollars a year lower than comparable institutions. This pattern of lower tuition is a tradition which has been maintained in the face of financial difficulties. It has a spill-over into other areas as well. There is a kind of frugality which colors life at College A. The faculty are expected by themselves and by others to work very hard. They do this. They are not particularly overworked in terms of actual teaching load. However, they are stretched over far too much territory and are attempting to do too many full-scale programs, given the actual numbers of faculty and of students in the programs. This is being done at relatively low salaries. As a consequence of the latter conditions, morale is lowering. It is still not a significant problem. There is increasing concern about the extent to which faculty are to be called on above and beyond "normal" duties. In each of the last two years a new faculty group formed to represent faculty opinion, and joined by 24 of the 30 faculty, have made a presentation to the President, hopefully to the Trustees, for greater than average salary increases. Its first attempt led to the desired outcome. This past year did not. These are unusual events for College A and indicative of changing faculty attitudes.

On the whole, both the facilitating and hindering factors are centered on personal characteristics. Most of them can be modified. A developmental program which provides appropriate supports, opportunities for learning, and the necessary encouragement could strengthen the facilitating features and smooth over the barriers. Some of the factors, however, are inherent in the situation. College A is, and will remain, under the sponsorship of a particular religious denomination. That church has a small membership and is likely to remain at that level. Adjustments to that fact of life will be necessary and will not be easy.

RELATION TO SCC

Those who have been most directly involved with SCC were uniformly enthusiastic. In particular, the administrators at College A appreciate the flexibility offered by the grant to take on those issues which they feel are significant. Furthermore, they feel that it is essential that they be enabled to work toward solutions in a way that they see fit. In saying this, they offer a word of encouragement to the staff of SCC. At times, some of them have felt that the SCC staff would have liked College A to call for services which the staff wanted to deliver. They feel that the SCC staff has been there when needed and that the staff should relax and appreciate the flexibility that they offer as much as those at College A appreciate it.

They see the major contribution of SCC in two areas. The first is a kind of catalytic effect in which visitors to College A, faculty attendance at off-campus workshops and on-campus workshops have stimulated everyone concerned. This has helped raise horizons and lead many to engage in higher levels of activity of higher quality. The second benefit is increased visibility for College A. This is good for the morale of everyone. To meet with peers from other campuses, to be able to share the things that are done well, and to be able to share problems which have been experienced serves to build morale and encourage all parties to continue onward.

SCC is seen as meeting the needs of College A. They have no qualms about being critical of SCC if that is appropriate (it is not now), and to ask for services which are needed but not available. The general message is, "keep up the good work." Several suggested that this be used as a model for relationships between externally funded programs and small colleges. The administrators of College A close to SCC noted the marked contrast between it and other like projects of which they have been part. In SCC there is no impression of an administrator somewhere worrying that the small college participant is doing something wrong or insisting that they must be doing particular activities that someone has in mind, whether or not they suit the local situation. Responsiveness to local needs and values is the quality of SCC most appreciated.

PROSPECTS

Further development at College A is contingent on certain activities launched by the President. The first is to build a solid, continuing long-range planning effort. The President has every intention to continue its development and to seek further active faculty involvement in it. He is attempting to encourage a stronger, more-direct role in program development for other administrators and faculty leaders in which they would serve as initiators, not solely as responders. The second area of special emphasis is to continue to build and strengthen the relationship with the constituency of College A and to broaden the range of participants in the life of College A. In the long run, this problem will have to be solved. Related to constituency building is the continued effort to build endowment. Several feel that this is within the realm of possibility, given the nature of the constituency and their dedication to College A.

An area in which the President is committed but which must be more of a community effort is that of developing and sharpening present curricular focus. The work of the Educational Policy Committee, Academic Dean and OCC will be central here. The President intends to provide appropriate leadership. Reemphasis of quality and on the substance of the academic traditions of College A seem to be important first steps. It does not seem that a particularly narrow

focus will emerge. The theme, Rural Life, broadly defined, seems already to cover much of what has been happening at College A. In order to develop that focus within all the limitations of reduced enrollment and tight money, it will have to be defined sharply and brought to focus. That seems to be the central academic task to be accomplished this next year. Enough people are aware of that as a likely direction that it seems very likely it will emerge. Conscious departure from the "docile, laissez faire" approach to curricular development with movement toward precision and deliberateness in this area will speed the transition.

Continued use of regional consortia and of the contacts of SCC seem desirable and are likely to be continued. Involvement in regional consortia help solve some problems but create others. For example, students who come to College A because it is small and because being there offers them the entire microcosm of a college in a relatively small space, have expressed disappointment in having to travel over a distance of 24 or 50 miles to get to classes they want. In addition to having to travel, they find that as they go to courses at other colleges they are being immersed in a larger community than that which was originally bargained for. Somehow, the strengths offered through consortial relationships must be used and the weaknesses overcome. The pendulum right now seems to be swinging in the direction of using consortial relationships. That trend seems likely to continue with problems to be faced as they arise.

Dedication, service, loyalty, tenacity, work, quality--these are terms used to describe the strengths of College A. All of them are evident. With skillful development of the administration and encouragement of faculty initiative in shaping the future of College A, it seems likely that it will prevail in the face of the many problems in the immediate future. The long-range survival of College A is a moot point. Several faculty members and administrators raise the issue of survival. In the words of one, "College A, and other colleges like it, are an asset to American higher education and to life in our region--they must not be allowed to disappear." The commitment of the administration, faculty and constituency of College A to that goal is the strongest argument for continued healthy development.

CASE STUDY B: A Suburban Catholic Women's College

College B is a Catholic women's college of about 60 full- and part-time faculty and 300 full-time students, located in a residential suburb of a large midwestern city. Two other Catholic colleges (one coed and one for women), and two major universities are all nearby. The campus is dominated by the Administration Building, a brick Gothic structure which resembles a medieval cathedral. Nearly all of the teaching takes place there. A small, modern library, dining hall, and three dormitories complete the scene. A girl's high school sits on the edge of the campus.

All but a small number of the faculty are sisters. Financially, the college has serious problems: enrollment began dropping sharply in the early 1970s, and only recently has it stabalized at the present level. A CASC-sponsored study in 1972 also proved unsettling, predicting serious survival problems unless more serious attention was given to cost analysis and academic reorganization.

A new President was appointed in 1973 and major changes in administration policy followed soon after. Departmental budgets were instituted, new administrative staff were hired and administrative responsibilities revamped, courses were eliminated and departments consolidated into divisions, and an Academic Council was created to better facilitate and formalize faculty input into curriculum decisions. More career-oriented courses were introduced and, more recently, a life-long learning center was established, headed by the Vice-President, to coordinate the growing number of programs for the adult part-time student. A number of "town/gown" meetings and conferences have been held for local women and appear to have paid off: part-time students have increased steadily in recent years, and their number is now equal to that of full-time students.

The college has been very active in CASC-sponsored conferences and consultations, varying from faculty and academic development to cost studies and management systems. College administrators are unanimous in their enthusiasm about the helpfulness of CASC activities and saw college participation in the Consortium, with the attendant emphasis on systematic planning, as the next logical step.

The On-Campus Coordinator (OCC)

The OCC at College B is a layperson who has served in a wide variety of roles at the College during her nearly 20-year affiliation with it: Director of Institutional Research, Assistant Director of Development, Alumnae Coordinator, part-time faculty member (an attorney, she teaches an occasional course in business law). She is highly respected, both personally and professionally, as a "continuity person" who knows the college intimately, as an "exceptional manager and coordinator", and as

someone who is personally "trustworthy", "diplomatic", "objective" and "approachable." Her perception of her role in the Project is consistent with these perceived qualities: to work actively on a basic planning structure, then to concentrate on coordination of activities and provision of support services in a manner that would allow faculty to "plan creatively," yet stick to the established time line.

Progress on the Growth Plan

In the summer of 1976 the college was fortunate enough to obtain, after much persistence, a small grant from a local foundation to support "pre-planning" activities. A core committee was formed, consisting of top administrators and the OCC, to design an overall structure for the planning effort. A Fact Book was compiled as a data base; planning priorities were established; a task sequence and time line were determined; and task force committee members were appointed. Membership on these committees was opened to all faculty members, the Board of Advisors (a lay advisory group to the college) and selected students and alumnae. Every faculty member was thus given a chance to be involved in the planning effort. In all, six planning committees were formed: Mission and Goals, Environmental Assumptions, Support Services, Facilities, Academic Planning, and the All-Campus Analytical and Priorities Committee. The latter group serves principally an editing and integrating role.

The time line called for reports from the Goals and Environmental Assumptions Committees by the end of the first semester, and presented formally to the faculty at an inter-session meeting (more than 100 people attended that meeting held in January). Reports from the Facilities, Support Services, and Academic Planning Committees were to be readied during the second semester and presented to the faculty in May. As of this writing, the proposed schedule has unfolded as planned, much to the satisfaction of all. The products of Goals and Assumptions Committee survived faculty and Priorities Committee review virtually intact, and it wasn't for lack of substance: the Assumptions Committee report alone was over 80 pages long. A similar fate likely awaits the products of the Facilities and Support Services Committees. Only the Academic Planning Committee has had major problems and these are due largely to the task assigned, which was enormous: to build a curriculum master plan and a core curriculum, and make suggestions for both faculty in-service and professional development. The issues assigned this committee also tended to be the most controversial. Academic departments conducted self-assessments, including general departmental goals and five-year projections. This data was used by the Committee along with other College data to make specific departmental recommendations. In some cases, affected departments were sensitive about Committee intrusion on their "policy space." Nonetheless, the report was readied for the May meeting, and contained a specific proposal for a core curriculum. While the proposal was voted down by the faculty, many of the expected "fireworks" surrounding its consideration failed to materialize. During the summer the Analytical and Priorities Committee is to evaluate all recommendations, and by the end of 1977 a final five-year proposal is expected to be ready for submission to the Board of Trustees for approval.

The planning project at College B is widely regarded by both administration and faculty to be a significant success. On the surface at least, such an assessment is hard to dispute. A number of factors appear to be responsible for project effectiveness: these may be divided into college facilitators and project facilitators.

College Facilitators

1. The College was clearly ready for a large-scale planning effort such as this. Indicators of institutional readiness are numerous; a tradition (prior to the mid-seventies) of "crisis management," falling enrollments, growth of new programs (such as the life-long learning center), and a history of useful and awareness-raising consultations from CASC (including recent introduction of systems management principles) all reinforced the sense of need.

2. The energy and dynamism of the President has played a major role. She seems to possess a rare combination of openness and authoritativeness, the ability to be both a self-proclaimed "hatchet man" and an active listener. She enjoys enormous respect from all constituents; commonly-used characterizations were "dynamic," "committed," "open to ideas," "caring," "supportive," "infectious," and "someone with a flair for administration." Her support of the planning project is both vocal and visible.

3. Other administrative personnel are held in high regard as well, both for their administrative competence and their human relations skills. This applies especially to the Academic Dean, whose low-key personality complements the President's energy.

4. The pre-planning grant set the stage and "oiled the machinery," as one faculty member put it. Many people noted, in fact, that the ambitious project plans would have been in serious trouble without it. The structure and "think time" provided by this early grant were critical.

5. A fifth source of strength is the "work ethic" of the faculty. Faculty members tend to characterize themselves as "workhorses," and pride themselves on task accomplishment. As one faculty member put it, "Give us an assignment and the work will get done." This attitude may be due partly to a shared sense that the College is going through a critical period in its history and partly to the religious tradition of the sisters.

Project Facilitators

1. The planning process was consciously designed to provide a mechanism for faculty input and involvement, where open expression of opinion was not only allowed, but reinforced. Committee work had a number of side effects, all of which added to the sense of enthusiasm about the project. The most commonly mentioned of these was that the process allowed faculty members and others to appreciate the problems of other departments and college offices, on the Facilities Committee, for example, faculty came to appreciate the high cost of building maintenance. A greater sense of "community spirit" was fostered, as faculty in many cases saw themselves united against common problems. Conflicts were more openly expressed; professional contacts were made outside individual departments; personal relations improved. Some

respondents used religious metaphors to illustrate these points. "Walls are tumbling down", said one. "(The planning process) opened windows like the Second Vatican Council", said another.

2. Involvement of extra-campus groups such as members of the lay Board of Advisors and alumnae provided both support for internal faculty and staff and useful perspectives on the issues. The Environmental Assumptions Committee, for example, was able to draw upon the expertise of one of its Board representatives to compile economic data on the metropolitan area.

3. Support services provided by the OCC's office in the form of overall guidance to committee members and chairmen (e.g., delineation of specific tasks and responsibilities as well as typing and editing services), helped relieve the drudgery and tedium and tended to free up Committee members for more creative endeavors. Committee chairmen were particularly vocal about this; one chairman even indicated that the entire project would not have been possible without the availability of these ancillary services.

4. Finally, the sequence of events had a positive catalytic effect. The Mission and Goals Committee was one of the first to meet. Its chairman, a layman, had some initial skepticism and trepidation about the task; soon it became evident to him, however, that the administration meant business, and committee members worked enthusiastically. Philosophical differences were found to be more semantic than substantive, and the mission statement presented to the faculty was widely viewed as a recommitment to the College. In the words of one member, it "breathed life" into previously sterile catalogue descriptions. Committee enthusiasm was infectious, and helped stimulate other task forces as well.

Problems

For all of its outward flush of success, there continue to be certain visible and not-so-visible problems at the College which have the potential of inhibiting even crippling project effectiveness.

1. The most obvious problem is money. As noted, full-time enrollment is low and leveling; while many faculty are optimistic about the prospects for an increase, recruitment remains a problem. Several people noted a lack of effective publicity with the 18-21 year-old woman -- that most community outreach activities tend to attract people who are more interest in part-time or continuing education. To be sure, more efficient management procedures instituted by CASC consultants will help, but as one faculty member noted, "The budget determines everything." The College will not be able to count on outside support forever, and while budget limitations are seen as a challenge and stimulus to planning, fiscal problems are likely to be chronic.

2. Even though project activities were successful in widening horizons beyond departmental concerns and reducing professional isolation and vested interests, there is a general feeling that the College has a long way to go in this area. Whether this perception is accurate or not is not immediately clear. Perhaps it is simply due to heightened faculty involvement and debate, which merely brought existing conflicts to the surface. Nonetheless, the implication is

that such debate must eventually lead to a public resolution, or it will likely be seen (by the faculty, especially) as counter-productive. In that event retrenchment to provincial (i.e. departmental) concerns is probable.

3. A closely allied concern is a sense of what might be called "fragile enthusiams" for the project. This is manifested in a number of ways. A great deal of hard work went into the planning effort this year and committee members registered a great deal of satisfaction when their work was done; but at the faculty meeting in May, several faculty members were unhappy with how administrationtors "squelched their dreams with budget concerns", as the President put it. Further, several people noted that planning was often seen as a one-short process, something that is done "every 50 years or so." The highly satisflying group rpocesses during committee deliberations created a perhaps illusory feeling that long-range problems were being solved, when in fact first-year activities were seen only as <u>first steps</u> in an annual planning cycle by the OCC and College administration. All of this may mean that faculty "staying power" may be quite limited unless immediate results are forthcoming from the "reams of paper" generated. The President does not share this concern. She feels that the high level of enthusiasm for academic planning will be sustained, even increased, in the coming year, even though her own priorities lie elsewhere, in such areas as admissions and office management. Furthermore, the review process for the committee recommendations has not been clearly defined as yet, at least by key people in the administration. In short, the momentum built up throughout the year may be in danger when activities resume in the fall.

4. A fourth possible inhibitor is difficult to pin down and define, but was mentioned sufficiently often to warrant the attempt. Several poeple alluded to a "missing element" in the social structure of the College: a lack of vitality, of informal social interaction among students and faculty. Students, in fact, were seldom mentioned during the interviews (except by the Dean of Women), and student development as an issue was hidden in the Support Services Committee. Faculty memebers tended to be very critical of their collective social skills, viewing themselves instead as "workhorses". According to the Academic Dean, faculty members "don't care enough about themselves", withdrawing instead into professional and departmental concerns. This sort of culture spills over into virtually all aspects of college life, including the way courses are taught. One of the Dean's major goals is to change all that: to focus upon improved human relations, and to introduce the "affective domain" more deliberately into the cirriculum.

<u>Future Project Prospects</u>

Any particular problems that might be traced to project management were quite scattered. As already noted, the OCC enjoys high marks for her communication and administratrive skills. Criticisms, therefore, tended to be "hindsight" sorts of comments --- too much work given the Academic Planning Committee, too strict a time line, the need for more immediate prioritizing of recommendations, and so forth. The ultimate success of the project at the College will therefore likely be determined by the following:

1. Extent to which concrete followup to this year's work takes place in terms of creating a linkage between stated goals and present academic programs;

2. Ability of the President to continue to inspire enthusiasm and optimism;

3. The Academic Dean's success in increasing concern for the personal development of faculty members;

4. Success in recruiting more full-time students (retention is already good).

In sum, major project benefits to date were also listed as continuing College problems. Perspectives have widened and human relations have improved; but the "workhorse" culture still exists. Departmental barriers have weakened and professional isolation has lessened; but vested interests persist. Systematic planning has accomplished a great deal; but active followup is needed or people will become discouraged easily. As one faculty member expressed it, "Preservation will come by linking up with people, not from rugged individualism."

CASE STUDY C: A Metropolitan Coeducational Baptist College

College C is a coed Baptist college located in a metropolitan area in the Deep South. Even though it is a very young college, having received its charter in the early Sixties, it appears to enjoy a fierce loyalty among faculty, students, and administrators alike. Respondants pointed with pride to the College's slow, steady growth over the years, to a current total of about 900 students and 50 faculty. This growth is especially impressive when one discovers that the College was immediately forced to compete with a new state university that opened its doors approximately one year later. But by emphasizing its religious orientation, its small classes, and its more personal relationships between students and faculty, College C was able to enlist the support of the local religious community. Also, by expanding its physical plant slowly and carefully, the college was able to keep its indebtedness to a tolerable level; it has been operating in the black for the past several years.

Liberal arts education remains the dominant academic focus of the institution, although more than 25% of the students are enrolled in the two-year nursing program, (which is housed in a city hospital several miles away). Other career-oriented degrees include teaching and business administration. Nontraditional academic programs now under consideration at the College include an expanded evening program, a general degree program for adults, and possible course of study for retired persons.

About 20% of the College faculty are ministers, as are several of the administrators. Non-clerical faculty share the conservative Protestant orientation for the most part, and most of the interviews were peppered with religious reference. Concern for students is clearly paramont here and cannot be overstressed. It is evident in the halls between classes, by the emptiness of the faculty lounge (faculty members spend their free time in the student lounge), and by the numerous references to students in the interviews. Students have a great deal of respect for this College; academic standards are high, but attrition is low. As one faculty member put it, "Faculty can demand quality here, and they get it."

Partly because of this emphasis on student/faculty relationships, faculty members seem to be a fairly contented lot. Several, in fact, mentioned that they came to teach at the College because of its student emphasis. Two other reasons for faculty satisfaction were also given. First, faculty members enjoy a certain latitude in the design of courses and programs. Second, there appears to be a little of the divisional rivalry that is found at many other schools. Frequent references were made to the "cohesion" within the College; most would probably agree with one person's characterization of the College as a "family".

Administration

If the College community is a family, then clearly the parent figures are the President and the Academic Vice President. Both have been in their positions a long time: The President since the College opened, the Vice President since 1965. Both also have an enormous personal investment in the College, and are seen by faculty as exceptionally dedicated, hard-working individuals. Their roles are clearly distinct, however. The President is the "front-office man" for the College, and spends a great deal of his time away from the office, lobbying for the school. He feels he is under a lot of pressure to sustain College growth, and hopes that future Presidents will not have to be so involved in civic affairs. Nonetheless, his frequent absences from the campus mean that for all intents and purposes the school's daily affairs are handled by the Academic Vice President, who clearly enjoys his work. Virtually all school-wide decisions, major and minor, are cleared through his office. There is no Faculty Senate. Most faculty do not appear especially concerned about this arrangement (the decision not to have a Faculty Senate was theirs), and both the President and the Vice President enjoy considerable respect, except for occasional grumblings about "democratic pretense". Such an administrative style does affect the OCC, however.

The On-Campus Coordinator

The OCC was hired in July, 1976. He is a graduate of College C, so is no stranger to its philosophy. His familiarity with the College is seen by all as a professional strength, as is his earned doctorate in adult and continuing education from a large Southeastern university. The OCC is administratively responsible directly to the Vice Presdent and has a varied list of responsibilities, ranging from institutional planning and research, to direction of the evening college, to part-time teaching. Some faculty view the OCC as being "spread too thin", but the OCC himself disagrees, and in fact expresses some frustration that he isn't given enough to do -- that he doesn't have enough authority over the activities he is technically responsible for. All decisions relating to the project are funnelled through the Vice President's Office: committee recommendations, meeting agenda, communications to the general faculty. All recommendations emerging from the project are subject to review by the Adademic Affairs Committee which meets upon the call of its chairman, the Vice President.

For his part, the Vice President has considered himself the chief planning officer until the OCC's arrival; one suspects that he still sees himself in that role. Further, the Vice President considers goal-setting and other long-range planning efforts to be less critical than other more short-term projects: analysis of the library, an attrition and retention study, a personnel salary analysis, and compilation of the Fact Book. He clearly recognizes his own managerial style and concedes that he hasn't utilized the OCC as much as he could have. Change may be slow in coming, however, given the Vice President's considerable personal investment in, and sense of responsibility for, College affairs.

The OCC is somehwat ambivalent about his situation. On the one hand, he wants to see the project work; on the other, he feels quite deferential towards the Vice President, whom he respects greatly.

Progress on the Growth Plan

The primary objective listed in the growth plan for the College in the Project's first year was the development of a five-year institutional plan. Progress toward this objective has been minimal. A campus-wide planning committee was appointed by the Vice President, but didn't begin meeting until late December. Since that time the committee has reviewed, and largely endorsed, institutional goals embodied in the College's original Statement of Philosophy, with only minor additions and changes. The Committee has also put together a tentative list of environmental assumptions, based chiefly on the collective wisdom of its members. In the spring of 1977 a CASC consultant was called in to provide guidance in planning, and he advised the Committee to seek out more "hard data" to support their environmental assumptions. Since then the Committee has not met formally, although several members are collecting data individually.

Several reasons for the Project's apparent slow progress are implicit from earlier portions of this narrative: i.e., the Vice President's tight rein on Project activities, and the Project's less-than-top priority in his eyes. There are other reasons as well. Several people -- including College administrators --- blame the Consortium's slow start, its staff changes, and its shifting priorities. There has been little contact with the SCC advisor, who visited the College for the first time in early spring. The Project has extremely low visibility on campus, and its activities are virtually unknown to faculty not on the Committee. (So far, the Academic Affairs Committee has yet to authorize a public presentation to the faculty of Project goals and activities. Such a proposal has not appeared on any of the meeting agenda.) A final problem exists which, while subtle, poses perhaps the largest barrier to long-range Project impact. As noted earlier, both administrators and faculty hold the view the the College is moving steadily forward, and practically no one foresees drastic changes. There are problems, to be sure; for example, tuition levels are high and the future of student financial aid is uncertain. But the point is that there is virtually no sense of crisis at College C, and long-range planning tends to be viewed with some skepticism. When asked about major problems facing the College, most people replied, "There really aren't any." In the words of the Vice President for Finance, "We don't have any problems that having more money wouldn't solve." At this College the credibility of long-range planning requires visible evidence of its effectiveness; and visibility will be unusually hard to come by here.

Future Prospects

Despite these barriers to Project effectiveness, a large reservoir of good will exists towards the Project and - particularly - the OCC. As one faculty member said, "We may not always know what (the OCC) is up to, but we are sure he is doing good things." Faculty members on the Committee who were concerned about the slow pace of the Project now express some confidence that with the collection of more "hard data" the Project will be able to move at a faster pace. Finally, CASC has a good reputation at the College, due in large measure to a successful faculty development program, and the Project has benefited by some association with that endeavor. In short, even though the Project has not accomplished very much in its first year, no one (except perhaps the OCC) is particularly disturbed about it. The entire history of College C is one of slow, incremental change.

CASE STUDY D: A Rural College Founded by Quakers

College D is situated in a small rural town and traces its roots back to an academy founded by Quaker settlers in 1885. Average enrollment in the 1950s was 134, in the '60s, 334. The 627 full-time equivalent students in 1976-77 represents a 40% increase since 1972. The 90 acre campus has had 15 buildings constructed or remodeled in the past 15 years and the physical plant (at cost) has risen from $5.2 to $10.6 million between 1972 and 1976. The school has used an annual planning cycle for the past 10 years and is quite satisfied with its data collection methods - even though they are not computer-based.

The Academic Policy Committee had been considering the General Education curriculum throughout 1975-76 and had planned for the annual 5-day Fall Faculty Conference to be on the theme, "Integrating Faith and Learning in the General Education Curriculum," when they received word that the Office of Education had approved funding of the Small College Consortium. Their major institutional development effort has been to review the General Education program with the objectives of: (a) obtaining a better integration of values into that program, and (b) to achieve a better balance of courses to fulfill the General Education requirements. In late May, 1977, the faculty approved a policy on "Sources of Common Life" - 30 hours of the total General Education package.

The People

The President takes pride in the growth of the school. While he attributes much of this success to the "team" of top administrators which he has assembled, he also feels that "God had a hand here. Our development has been something of a miracle....our success happens in spite of our talents." He feels that the student body should stabilize at between 800 and 1,000 in order to preserve the sense of community through strong interpersonal relationships on campus. He is concerned about controlling the budget and will not build a new building until they have funds for at least five years of its maintenance. While deeply involved in fund raising, he chairs many of the weekly faculty meetings and enjoys deep respect of the community for his warmth, fairness and academic, as well as spiritual, leadership. He expresses concern about the impact institutional growth has upon members of the community, saying that their attention must not shift from people to finances. He believes that his college is "on the cutting edge of higher education."

The Dean served in a key administrative position at two other colleges which were engaged in dramatic institutional development, and accepted this position out of his high regard for the President whom he had known for years. He is perceived as an "academic engineer" and sees the school in a three-phased developmental effort. The past five or so years have been to reestablish foundations. They are now "making the transition to a second five-year period which will embrace genuine quality." A third five-year period will "embrace innovation and greater experimentation." The President sees himself as having prime responsibility for helping the faculty and staff learn how to grow in higher education, and has recently increased the responsibilities

of the division chairmen in order to develop "a republic rather than a democracy." He cites Matthew 18:15-18 as his model for dealing with what Matthew called "thy brother (who) shall trespass against thee."

The OCC had worked with the Dean at another college before she joined the faculty in 1975 as a Professor of English. Last year, besides teaching, she also supplied leadership and ideas in Women's Studies, Continuing Education, and a Title I project, "Outreach for Older Adults." Her office is next to the Dean's and the two work closely together on a variety of academic matters. She enjoys the respect of the faculty and is known as a good listener as well as a person who can refine ideas by asking questions.

The Project

The OCC feels that the fall conference on General Education was a tremendous success, for the faculty became very enthusiastic with the brainstorming sessions on alternative general educational models. Indeed, at the business session at the end of the week, the faculty agreed to an ambitious three year program of curriculum review, the first stage being the presentation of a general education package to the faculty by April. A "Core Committee on General Education" was expanded to 12 members and consensus was reached on the following issues:

1. The committee would not attempt to impose a "grant model" with major overhaul of existing courses and development of an experimental single trace core. They believed that other schools which had done this soon returned to their earlier ways when the designers turned to other things. Moreover, they felt that the faculty was not ready for drastic changes.

2. The curriculum review should be a two-pronged effort. One prong was to better integrate values into the general education program, the other was to achieve a better balance in general education requirements.

3. The OCC was to visit each division as well as a large number of individual faculty members in order to have them consider problems with the current offerings and make alternative proposals. These proposals were then reviewed by the core committee and then taken to the faculty for their discussion and approval.

4. The new curriculum should be based upon competency-based curricular objectives and a subcommittee was to work on this objective.

5. The pace was to be slow and patient. "This had to be part of the democratic model." The timetable was revised when serious curriculum discussions revealed that there was not as much consensus on educational objectives as had been commonly thought at the fall conference. As a result, the faculty was able to pass only a portion of the total general educational package during the spring.

The OCC believes that the curriculum review has spread throughout all facets of the school. "Change leads to change. You have to get everyone involved if there is to be lasting change. In too many places changes fade when the change agent leaves."

She sees: (1) a marked improvement in advising due to the increased awareness of what is being taught in other divisions, (2) a change in the type of questions which are being asked. Rather than vague statements about educational philosophy, people are getting into deeper value issues, (3) a correction in some over-lapping of courses and (4) some revision of course content.

There was, however, a feeling by some members of the community that more might have been accomplished this first year. Some attributed the "slow pace" to the President's insistence on near consensus before moving on to a new subject. Others felt that more time should have been given for discussions. "It takes time to get down to heavy issues and the issues were often left hanging at the end of the hour meeting."

A few faculty members felt that the administration should have played a stronger role in the discussions: "it is time for the administration to take more risks - to press for what they believe. One has to experience change before one can fully understand it." These reservations were expressed before the faculty approval of the package, and everyone might have felt more progress was made after the vote.

Prospects for the Future

Faculty, staff and students are attracted to College D by the strong sense of community which affects all personal relationships. Some are beginning to feel that the recent stress on "resource management" may weaken the "campus personality of warmth." One faculty member said with feeling: "The key to my being here is the sense of community. I will fight to protect it. So far we are winning."

The discussions on curricular change have been open. The sense of community seems to have been deepened as knowledge and respect is obtained for what is being taught in other divisions. Attention has been focused upon their collective educational goals for their students. However, as the rate of expansion slows and the college reaches its enrollment target, will cooperation turn to competition for resources which are perceived as limited? A strong base ofr curricular revision has been built this first year. The total community has been involved. The challenge will be to build upon this base as the college becomes more concerned with the quality of instruction and resource management, and attention shifts from quantitative to qualitative growth.

CASE STUDY E: A Metropolitan Catholic Women's College

College E is a Catholic women's college in a mid-western metropolitan area. There are three other Catholic coed colleges as well as public community colleges, 4-year colleges and a university in the same area. College E has a dual emphasis on liberal arts and career education. In recent years total enrollment has grown as a result of expansion of programs of continuing education, especially those directed toward adult women.

The major problem confronting College E is financial. The present campus was constructed in one step leading to a $13-15,000,000 indebtedness. This money is owed to the religious order of sisters which sponsors the college. In addition, there has been an annual deficit in operating funds of $100-200,000 which has been covered by the religious community.

ORIGINS OF INVOLVEMENT WITH SCC

Participation in the Small College Consortium flows from two sources. First of all, College E has been active in many other CASC activities, including the Meeth Study, the Shoemaker Project and the recently concluded CASC Faculty Development Project. The President is an active supporter of CASC and, in general, seeks external involvement as a stimulus for the College community. Participation in SCC is a logical extension of the President's style and interests.

Facing major financial problems and lacking systematic long-range planning also contributed to participation. In September 1975, a full year before the start of SCC, College E had launched its own planning program in response to its problems. When SCC was announced as a possibility for participation, College E applied with its already started program as the central focus.

EVENTS

To appreciate the events of the first year of SCC at College E it is important to start the exploration with the preceding year. The long-range planning process in 1975-76 set the stage for events of this past year. In the fall semester of '75-'76 a Campus Priorities Committee (CPC) was formed. It had 15 members representing all constituencies of the College, the board, alumnae, parents, students, faculty and administrators. Their initial task was to review the goals of the College in order to set some clear objectives for institutional development. The person who eventually served as OCC was named as Chair of CPC.

In its first few months, this committee affirmed the dual emphasis on liberal arts and career education and the Catholic values which shape College E, encouraged increased growth in religious/spiritual life, and urged continued involvement in issues of social justice and community service. The goals statement also underscored the commitment of College E to the education of women and encouraged an expanded concern for life-long education of older adults.

CPC then established Action Teams in a number of areas to be studied further if the goals were to be reached. The Action Teams were structured to include representatives of as many different constituencies as possible. All of this is being done in a conscious effort to open the planning process by involving as many members of College E's community as possible. Also, during the spring of '75-'76 CP started a review of the goals of administrative

offices and academic departments.

CPC, the Curriculum Action Team and one on Catholicity met during the summer of 1976 in preparation for the campus-wide conference on priorities. Two such conferences were held. One for administrators and faculty with representatives of the other constituencies, and one for students. The structure of these conferences was to hear a key-note address on the future of Catholic education for women and to become part of a small group which focused on one of the Action Team proposals. Each participant was free to offer written comments on any of the Action Team proposals. Each of the small groups then reported back in plenary session what it had discussed. The meeting closed with an indication of the group's priorities for the areas considered.

The item which had the highest percentage (92%) agreement was the creation of a weekend college for life-long learning for older adults. This was a particular interest of the Chairperson of CPC who by this time had also been designated as OCC for the Small College Consortium. In reviewing what was possible, the weekend college offered strong payoffs both for long-term survival of College E, for generating additional income and in meeting the needs of members of the community. The concept was based on the weekend college at Mundelein College. The OCC had learned of it during her year as an ACE intern in academic administration. The keynote speaker at the faculty/administration priority conference in September '76 was the former president of Mundelein College. Although she did not speak about the weekend college during her keynote address, she was available as a resource to respond to questions about it, its operations and success. She was most encouraging in her presentation.

Several other areas of concern were identified by a majority of those attending: effective use of facilities, student life, Catholic quality of the campus, core curriculum, intercollegiate athletics, additional associate of arts degree programs in career areas, flexible use of time and scheduling, and review of major programs. A clear majority rejected a proposed exploration of admitting male students. During the fall '76-'77 and into the early spring, further study in each of the high priority areas led to published proposals. These were reviewed in a series of open meetings in which the proposals were discussed by all members of the community who chose to appear at the hearing. The proposals with the comments of the open meeting were then fed to CPC which completed a final report on the total planning process in May 1977.

In order to lay the groundwork for future activities, the work of CPC was linked to the process of budget building. For the first time this year, an effort was made to incorporate the building of next year's budget to a five-year budget planning process. In order to connect the long-range proposals of CPC into that operation, the Chair of CPC (the OCC) was added to the budget committee. Unfortunately, this attempt to connect long and short range budget planning consumed much of the available time. As a consequence, more of the emphasis went on short-term budget planning rather than on the five-year budget. Still, a precedent was established which could serve well in the future. Finally, during the early part of 1976-77, the Chair of CPC and the Dean of the College met with the head, and in some cases the entire faculty, of each academic department in an attempt to explore resources, needs and future plans. This established a pool of information in which curricular development and academic planning for the five-year period will be based.

Another sequence of events influenced all of College E this year. In November, the Academic Dean submitted his resignation for personal reasons. In December, the President was asked to resign by the Chairman of the Board of Trustees speaking for the Executive Committee of the Board.

This action was based on the decision of the religious order to reassure sponsorship of the College from the independent board they had created a few years earlier. Under these changed conditions the Board felt it was desirable to return to the policy of having a member of the religious order serve as President. The President and Dean cooperated in making the transition as smooth as possible. The transition seems to have been carried out remarkably well.

Following the endorsement by the community of the weekend college, the Chair of CPC/OCC took the lead in its creation. She also was asked to be its first director and accepted the position. That appointment was approved and she has resigned as OCC and as a member of CPC. Working with a strong active group dedicated to the purposes of weekend college, it is moving forward rapidly. At the time of the evaluation visit, a significant number of applications had already been received and a successful first year seems assured.

The year ended then with weekend college created and starting to function; recommendations from the Action Team on Catholicity to add an additional campus minister from the religious community that runs the College had been approved; and a core curriculum endorsed by the faculty was to be run on a trial basis by the six faculty (members of the Curriculum Action Team) who had proposed it. The campus looked forward to a new President. She had been in institutional research at College E several years ago and had also served as a member of the Board of Trustees. She is known as a strong, competent woman, dedicated to forceful action. Her presence is expected to lead to a marked change in administrative style. A new Dean has been hired. He is a relatively unknown quantity to the campus community, having had no previous relationship with College E. A new OCC is to be appointed by August 1. This is to be done by the new President in consultation with those who have been active in the first year of SCC. The two most logical choices, present members of the faculty, had been considered, but neither had accepted awaiting arrival of the new President.

People

The OCC/Chairperson CPC is obviously the key figure in these activities. Her style was to open up the process, take initiative in setting goals for committees, sub-committees and action teams, working with them until some momentum was developed, and then standing aside to let them carry through to completion. This approach worked particularly well in this setting because many faculty have noted, "we are used to operating as a committee of a whole." The OCC was able to give direction and impetus to activities without dominating the procedures. She was able to tolerate uneven progress. Not every action team made rapid progress, and several did not accomplish their full objectives. Those that did were encouraged and supported in an attempt to carry their proposals through to implementation. The concrete work of these committees encouraged full community involvement. More than just talking was involved.

The community seemed to be very pleased with the fact that they moved beyond talk to action and that the actions involved many more than the usual one or two. Individual committee members and the community as a whole were significant agents for development. The Dean, in his low-key, thoughtful way, was particularly useful in dealing with the exploration of departmental goals, resources and needs for the future, and in connecting those kinds of concerns to the budget process. He also had an active role in the consideration of curricular matters for the future.

The President had an unusual role in this whole operation. His style is that of low-key, information-oriented leadership. He serves as a linkage between external sources of ideas and information and the campus community. In the way he gave power and authority to the Chair of CPC, the President seems to have understood the need for direct, forceful action. Throughout this process, he lent support and handled some of the sticky budget issues in ways that enabled development activities to proceed. This approach produced beneficial results here.

Strategy

The strategy in this case is fairly straightforward. Moving from haphazard short-term planning to longer-range goal setting was the first step. Opening the process, building consensus at every stage, offering opportunities for full participation at all levels of decision-making altered the style of this campus. The community took on problem areas which had been acknowledged but which had not been confronted before. By maintaining focus on areas of concern, being prepared with ideas, opportunities and options, the OCC stimulated others to bridge the gap between talk and action. This procedure created a climate where everyone involved in the process could feel good about their contribution to overall problem-solving.

The strategy is well suited for meeting immediate short-term objectives such as creation of weekend college and improvement in campus ministries. Because the use of the strategy was intertwined with major changes in the administration, including that of the strategy itself, it is not clear how effective the strategy can be in developing full-scale, long-range development at College E, especially that which would link budget planning into it.

Results

There is no question that the events at College E demonstrate an effective approach to institutional development. The creation of weekend college responds to the survival motive and to the need for increased sources of income which dominate much of the thinking of this college. The fact that enrollment is lower than the capacity of the institution and that they run with a continuing operating deficit is backdrop for all else. In the words of some members of CPC, "Weekend college is a 'shining hope' for us." That may be heaping more of a burden on the concept than it can bear, but for the present it is developing a large enrollment and the tuition income which will go with that. Weekend college may have another effect. Although a clear majority of the campus community opposed having College E become coed, weekend college is coeducational. For some who are close to weekend college, this is highly desirable as a way of introducing, and giving an exposure to, the advantages of coeducation.

The long-term consequences of this kind of action-oriented planning is still to be seen. Beyond the strong movement regarding life-long learning for older adults, most of the other activities are limited in scope or tentative. Concerns about increased emphasis on career education, reestablishment of a core in the liberal arts curriculum and modifications or elimination of major programs are significant issues still facing this campus. If the present leadership of this program were to continue into the next year, one or two issues would be taken up as the central theme: either the use of flexible time scheduling for programs to allow students easier entrance and exit from programs and interruptions in patterns of study; or the creation of two career-oriented AA degree programs in home economics. The new administration, which stems from changed relationships between the College and the sponsoring religious community, and the shift of most forceful leadership from CPC into implementation of weekend college, ends the year with uncertainty for the future.

Critical Factors

Facilitating. The strongest positive factor at College E is having a highly-committed faculty with the capability of doing what needs to be done. The OCC is but one manifestation of this factor. Several others in other parts of the planning process were equally effective but on a different scale. Their openness to experimentation, basically to learning that they can be active in shaping the future of the college, is another strong condition. College E is respected in its community and has done well in drawing on resources there. As it continues with its outreach effort, this may prove to be an even stronger facilitating factor.

Barriers. Major barriers to institutional development at College E form a set of interlocking conditions: the lack of time which results from a faculty thinly-stretched; the lack of money in an operation with constant annual deficit; inefficiency in the operation of programs which exist, especially given the fact that they are under-staffed; duplication of services; and, finally, the lack of long-range planning which exacerbates all of the above conditions.

At present, the faculty is expressing discontent with its salary. This is coupled with fear that if present conditions were to continue, there will be a cut in positions. This faculty is experiencing the dilemma of many, feeling that they are underpaid for hard work, yet, having little or no opportunity to escape due to the tight job market. In each of the last two years a faculty group has made a strong appeal for a higher salary increase. It was ignored by the Board of Trustees this year. In the words of a faculty member, "Conditions are still tolerable. But, if the cost of living continues as it has, and if all else at the College continues as it has, then, five years from now the situation will be intolerable and there will be no choice but to find another career."

Finally, a problem for this institution is that it is in a community where it competes with three other Catholic colleges which are similar in many respects. This one differs from the others in that it is the only single-sex institution and is making a major thrust into the education of older adults. In many other areas, they are involved in direct competition, although all four have formed a consortium.

Involvement with the SCC

Given the fact that the long-range planning process which started a year before SCC gained momentum, it is not surprising that progress was made toward institutional development at College E with relatively little direct involvement with SCC. The OCC stated, "We knew where we were headed. We knew how to do it. We chose to use assistance from the grant to our ends." Beyond attendance at the November meeting and having the SCC advisor on campus twice, College E has set its own course and followed it. SCC is of value to College E because individualized, institutional development is possible. The few exchanges between the College and SCC staff have been very pointed with direct payoffs. Involvement on the national scene has enhanced the impact of planning activities on campus. Regardless of the first year experience, the change in President, Academic Dean and OCC will force the reestablishment of relations between College E and the SCC for the coming year.

Prospects

There is no question that the weekend college is off the ground and will be successful. It now seems likely that it will attract and serve significant numbers of older adults. It will introduce coeducation on a somewhat larger scale to this campus. Emphasis on coeducation in the weekend college may be an advantage. It could, however, present political problems if it proved to be contrary to the continuing expectations of the rest of the community. It is probably an overstatement to call the weekend college the "shining hope" of the College. No one program can fulfill that expectation. The question for the future is, what about everything else? The proliferation of majors, some of the tensions between liberal education and education for careers, the unresolved problem of the core curriculum, the quality of student life, the further development of systematic long-range planning, particularly in the process of budget building, and response to faculty salary needs must be confronted if full-scale institutional development is the ultimate goal. These problems have been identified but not solved as of the present.

Complicating all else is the present discontinuity in administration of the College and of the College's involvement in SCC. Even more fundamental than that is the change in relationship between the College and the religious community which owns it. Is something more than a change in administration implied in the restructuring of relationships? Are there new directions to be furrowed for institutional development? Answers to these questions will probably not come quickly and clearly.

The involvement of College E in the SCC could go in any number of directions in the future. The staff of the SCC and the administration of College E will have to work carefully and promptly to reestablish a new working relationship is to be effective for the coming academic year.

CASE STUDY F: A Medium Sized City Coeducational Catholic College

College F is a Catholic-supported liberal arts college of about 900 students and faculty, located in a medium-sized midwestern city. The College was originally established for the education of young sisters; for many years the culture of the college was much like that of a convent. But in the mid-to-late sixties, faced with declining enrollments, shrinking endowments, and increasing alienation from its surrounding community, the College began to undergo a series of major policy changes. Such changes have been fundamental, by any standard, encompassing virtually every aspect of campus life. Five professional programs have been added to the curriculum, including nursing, criminal justice, social work, business administration, and accounting. All are more expensive than the traditional liberal arts programs, and nursing alone is so large that fully 1/3 of the total faculty of the College have their primary appointment there. The student body is also quite different today. In the past 10 years the college has converted to co-education, accepted increasing numbers of part-time, nontraditional and commuting students, and actively recruited graduates from nearby junior colleges. Last year, a continuing education program was added that should serve to reinforce these trends, especially with nontraditional students.

These changes seem all the more radical when viewed in light of the College's conservative religious tradition. Nonetheless, a consensus exists on campus that these changes have been healthy, and institutional data indicating sustained growth and fiscal stability over the past several years tend to support this view.

But as is the case with any kind of rapid organizational change, some uncomfortable side effects have occurred. Probably the most serious of these is a sense of discomfort that growth has not taken place as the result of a long-range, systematic plan; thus, virtually all constituents share an uncertainty about the College's identity and future directions. Most highly value, and want to maintain, the College's liberal arts tradition, but are constantly confronted with the tremendous resources invested in the new professional programs. This in turn has both spawned and exacerbated other tensions: between administration, and faculty at large, between liberal arts and "professional" faculty, and within the religious community itself. A look at some of the major "characters" should help illuminate these more fully.

College Administration

This College has a very strong President. She has held office for sixteen years, and has thus presided over the fundamental policy shifts. Faculty members tend to have ambivalent feelings about her, however. While widely respected as a strong leader, she has suffered from a "benevolent autocrat" image: one of the most common complaints voiced by faculty members was that they have little involvement in major policy decisions, particularly those relating to fiscal matters. The decision process has visibly opened up of late - for example, all curriculum issues are now voted on by the full faculty - but an aura of suspicion persists that such gestures are more ritualistic than substantive, and the "real" decisions continue to be made behind the scenes. The situation has been exacerbated this spring by the President's resignation. Six candidates are in the running for the position (as of May, 1977); five are male laymen with administrative experience in other schools, while the sixth is a sister currently on the faculty. Many faculty fear that various hidden dynamics - including

political pressure by the religious community upon the Board of Trustees - will result in the selection of the sister, who is seen as a protege of the current President.

Other conflicts at the administrative level exist between the Academic Dean and the Dean of Students. Both are laymen. Due perhaps to the power concentrated in the President, both individuals are having problems carving out areas of genuine authority and influence for themselves, and there is some evidence of a power struggle between the two. The result of all this is that the Academic Dean is widely perceived as "weak", the Dean of Students as an "empire builder".

The Religious Community

There are basic philosophical differences within the sisterhood that are manifested by their attitudes towards the changing character of the college. Many older sisters, while supportive of recent planning efforts, still feel uncomfortable with the degree of change, and would like to see the College recapture more of its religious heritage. They tend to endorse the current authoritative administrative style as being more "efficient", and push for greater numbers of required courses, particularly in theology. The current presidential candidate shares these views. The other, more liberal, faction, consisting largely of sisters in the social sciences and professional areas, doesn't necessarily disagree with the religious emphasis, but still would like to see the College move in a more career-oriented direction. They also tend to be more vocal, pushing for a greater voice in college policy-making, and suspicious of "hidden agendas" at the administrative level.

A rather puzzling paradox emerges from all of this. The "liberal" sisters tend to be the most critical and most vocal about administrative decision processes, yet the substance of those decisions appears to have been historically congruent with their own values; the "conservative" sisters tend not to object so strenuously to the decision-making style, yet fear the degree of change that could take place.

Lay Faculty

A substantial proportion of the faculty are laymen on this campus, particularly in the social sciences. Most of the "activists" on campus reside here. Social science faculty are widely respected by the liberal arts community for the academic credentials they bring to the College and by the professional departments for the supportive courses they provide. As may be expected, lay faculty widely support the planning process as a vehicle for change and tend to see the process as a way of gaining greater faculty authority. To be sure, conflicts exist between them and the religious community (over the issue of "contributed services" versus "professional staff", for example), but the schisms do not appear to be major. Lay faculty are generally perceived as a major source of College strength.

The Nursing Program

The Nursing Program is worth a separate description here. As previously noted, its course of study has by far the largest budget and student enrollment. The program is housed in its own brand-new building

with considerably more modern and expensive-looking furnishings than exist elsewhere on campus. This sort of mushrooming "empire" has created frictions of its own, most having to do with its perceived physical and social isolation. Liberal arts people tend to view the nurses as standoffish, while the nurses tend to see themselves as unrespected and unappreciated by - but still threatening to - other faculty members. Already there is evidence of self-fulfilling prophecy in the situation, creating the possibility of greater fractionalism among groups that are mutually dependent.

All of these characterizations should not imply that the college is torn with strife. On the contrary, one detects a genuine "survival spirit" (especially among the sisters) and a shared recognition of the difficulties facing small colleges today. All also seem to share the hope that greater cohesion will be realized and a common sense of direction achieved. Most would probably agree with the statement, "We've endured and profited by all of the changes in our college during the past several years. Now it's time to take stock."

The On-Campus Coordinator and the Growth Plan

Such are the organizational and political dynamics with which the OCC had to deal upon his arrival. The OCC was hired in September as a full-time director of institutional research and planning and is administratively responsible directly to the president. He works closely with the Director of Development who preceded him by several years and is now concentrating principally on community relations. By all accounts they get along very well.

The growth plan for College F called for a number of systematic planning activities for the Project's first year: the development of a mission and goals statement for the College, the generation of environmental assumptions (external and internal forces and constraints upon the College), and the translation of goals and assumptions into individual department action plans. Progress on each may be summarized as follows:

The mission statement was the first major task. A task force was organized, headed by the OCC, and consisting of three elected and three appointed members. No one on the committee besides the OCC held an administrative post. (The OCC obtained the chairmanship less by desire than by default.) The efforts of the task force were well supported by the general faculty; all seemed eager to clarify the College's mission and identity following so much fundamental change. Consensus on the substance of the mission statement, however, was harder to come by. Several factions represented on the committee held differing views concerning the directions the College should take. The "traditionalists" (our term) spoke out for a reaffirmation of the College's Catholic heritage, while the "liberals" (also ours), while not necessarily opposed to such language, were fearful that such a reaffirmation might hurt the College's recruitment potential, especially with the nontraditional and professionally-minded student.

The OCC thus found himself in the role of mediator and negotiator. As might be expected, the mission statement itself reflects compromise: emphasis on the religious heritage in its general statements, emphasis on career and professional orientations in more specific goals. Still, however, the mission statement generated some controversy, and is a source of some uneasiness among the "liberals".

The environmental assumptions were written by a separate committee, consisting of the Administrative Council (top administrators), plus the OCC and two appointed students. A great deal of effort went into this task force as well, and again the OCC played a major role, chiefly as an agent for the compilation of data. As with the mission statement committee, many different views were expressed, but in this case there was less of a visible tendency for the differences to divide along basic philosophical lines. What was disturbing to some committee members, however, was the perceived delay in releasing the document to the general faculty. As the OCC noted on several occasions, the President is a "cautious" administrator; but such caution proved frustrating to those who felt the project was being unduly delayed.

The third major objective in the growth plan, the translation of goals and assumptions into individual department plans, was not accomplished this year as hoped. Earlier documents were not made available in time. The OCC hopes that such translation will be possible, commencing with the annual faculty orientation and meeting in the fall.

The OCC views his role on campus as encompassing much more than the activities outlined in the growth plan. He has conducted a number of institutional research studies, such as cost analyses of various programs (including an analysis of the summer session, which he plans to use as a model), research on admissions, and participation in an educational needs survey by the Amana Corporation. He noted that he prefers the "inner workings" of a college, dealing in a mediating way with controversial issues. His strongest message, however, was that his position as director of planning within an administrative team that is not wholly endorsed by faculty requires that he "build a record of success", and do so in a way that inspires both confidence and respect from all factions of the College.

Success of the OCC

How is the OCC working in this environment? Three factors at the College have facilitated his success. First, his very newness is an advantage: he is seen as someone from the outside with no particular vested interests or axes to grind. Second, his planning activities are a full-time job. He is able to follow through on projects and centralize data; this is particularly appreciated by the Director of Development. Third, as may already have been implied, the college community was ready to support a position such as his, as no visible planning had taken place during the recent growth years.

The OCC has been able to complement these strengths with several of his own. First and foremost is his low-key and non-threatening personal style which is manifested in a number of ways. He made it a point early on to get to know people on campus, meeting them on their own turf, and projecting an image of someone in a service role to administration and faculty alike. He attempted to strike a balance between building personal relationships and providing specific products of interests (such as institutional trends in student characteristics). He has conducted institutional research on all areas of the college and hasn't limited his focus to a small number of target areas. At the same time, however, he has taken things on slowly and incrementally, avoiding the reputation of an "empire-builder". As one observer noted, "The President gives power to those who don't seek it". Consciously or unconsciously, the OCC has managed to fit the desired mold very well. Finally, the OCC has been

able to draw profitably upon the expertise of people at the College and thereby - as a side-effect - open up the decision-making process, at least a little bit.

Of course, no strategy is without its costs. The major cost of the OCC's low-key approach is less visibility: faculty members who have not been directly involved with the Project tend not to know very much about the OCC and what he is up to.

A related problem is that faculty who have had limited contact with the OCC tend to see him as an extension of the President - which he is, of course - but some of the suspicion surrounding her office engulfs the OCC as well. One of his major tasks, therefore, is the establishment of his own credibility; to his credit, that is exactly what he has tried to do with his consciously projected "service" role.

Future Prospects

The "acid test" for both the Project and the OCC will likely come in the fall, when overall College goals and assumptions are to be translated into plans for individual academic departments. Most of the responsibility for this task will fall with departmental faculty themselves; and given the sort of interdepartmental undercurrents already alluded to, progress will likely require considerable facilitation and compromise. Much, of course, depends upon who the new President turns out to be, and how the political climate of the College changes accordingly. Actually, the OCC's position is probably more secure than the Project's: his hard-won credibility on campus is due in large measure to the variety of activities he performs. Project plans may therefore eventually take quite a different shape from those originally envisaged.

CASE STUDY G: A Small City Evangelical Liberal Arts College

College G is a non-denominational, evangelical liberal arts college located in a small city in the Southeast. It serves young men and women from the entire region and from the central Midwest. In its 47 years it has developed a strong liberal arts tradition linked to the teaching of the Bible. The present President during his tenure has led College G through a significant period of development both in terms of physical facilities and the quality of education.

Origin of Participation in SCC

The involvement of College G in SCC is a continuation of the President's long-standing participation in CASC programs related to the interests and needs of the College. Institutional development as defined in the Title III grant responds to immediate needs. Recruitment and retention, long-range planning, academic development, as related to general and career education, student development and faculty development are areas of activity at College G which required integrated development as proposed by SCC to OE.

Developmental activities in these areas are now underway as specified in the College Growth Contract:

- Identification of central problems to be solved.
- Development of planning for solutions.
- Reinstitution of long-range planning committee.

Central figures in the process are the OCC, the Associate Academic Dean and a Campus Core Committee of three faculty members. All members of the administration have participated heavily this year. The faculty and student body helped shape the direction of the programs.

By the close of the first year, problems had been more sharply defined and assigned priorities. Retention was identified by the entire College G community as its highest priority problem. Further analysis suggests directions for solutions:

- Development of administrative expertise, especially with regard to use of information, planning, decision-making and human relations.
- Define objectives for student life with appropriate revisions of regulations and procedures.
- Explore need for cirriculum development for general education, career preparation and liberal arts.
- Development of admissions and recruitment procedures to help reach a projected enrollment of 800.

- Increase financial aid, especially for students from middle-income families.

A time-table for development in each of these areas has been established.

Events

This has been a year of "low morale" at College G. It is attributed to several factors by those we interviewed. The year started with an unanticipated drop in enrollment. It was a "sobering, even frightening" experience for everyone. Apparently, the faculty was especially affected. Three other major issues occupied the time and attention of the community: a proposed change in dress code and a resignation by one faculty member and denial of tenure for another both of whom were popular with students. The first of these issues focused on integration of Christian values and student life at College G and on the extent to which liberal or conservative interpretations will shape policy in the future. The personnel decisions stirred emotional reactions as they often do on a small campus leading some students to transfer. They also tended to reinforce faculty and student attitudes regarding "lack of communication and mutual distrust" as significant problems at College G. Finally, an illuminative evaluation report done as part of the CASC faculty development project was seen by many at College G to portray it as "an absolutely terrible place". These events together added up to "low morale".

Strategy

The strategy in use is multi-faceted, drawing on the varied resources of the key participants. Within the administration, with the leadership of the President and support of the OCC, there is a concerted program to develop managerial skills. This has demanded that the President himself learn new approaches to leadership and that significant improvement be made in administrative procedures. The President and OCC analyzed central problems facing College G. The OCC then developed methods to invite faculty and students into shaping the directions of development activities. This procedure culminated in the Associate Academic Dean presenting the results to the entire faculty in a workshop. Clarity, openness and opportunities for full participation are distinctive features of the approach. Given the problem of "low morale" and faculty concern that they "have no effect on decisions", the overall strategy is designed to avoid crises and "fads", and to be based on a solid plan directed by people trusted by the faculty. Workshops and external consultants are being used selectively in areas where technical expertise or facilitation of difficult interpersonal problems is required. The overall thrust is developmental, emphasizing a deliberate rate of progress directed at fundamental problems rather than the quick superficial solutions.

Results

On the whole, the timetable proposed in the growth contract is being met. Reinstitution of systematic, long-range planning is progressing. Diagnosis of problems and identification of those of top priority with full community participation is complete. A revision of the Student Handbook was in progress at the time of our visit. Because of the developmental emphasis

of the strategy, more time is required for fruition of efforts in other areas but the ground work is being laid. Admissions and recruitment, financial aid, curriculum and faculty development, and further improvements in student life are more complex issues to be confronted as the project unfolds. There is every indication that this will be done.

Critical Factors

Facilitators and barriers. According to many we interviewed, the very nature of the mission and character of College G produces a "built-in tension". "To be a non-demoninational Christian college which integrates the Bible with the liberal arts in a changing world is a tremendous challenge." That challenge pervades institutional development here. It becomes visible in many forms.

Questions of change in student regulations or the curriculum are seen as a risk. To be too open the College "could lose what it stands for". To be too closed it "could be smothered". Debate on these problems entangles all of the usual difficulties of institutional change with questions of values, belief, doctrine. It is a particularly significant debate in the life of College G, but it makes development exceedingly complex.

The President is the key to success of the program. He has served the College for 21 years; is strong, helpful, paternal; has strong ties to the College's constituency. Without his willing support and direct involvement, success in institutional development is impossible. The qualities which have made him so effective also serve as a barrier. Some faculty fear his strength. His exercise of authority alone at the top has lead some faculty to decide, "what we do in committees just doesn't matter. I won't go through more planning which doesn't get implemented." Because the President shares only the results of his decisions, not the deliberations which led to them, he is not seen as a long-range planner. Others are seeing a different side of the President. Members of the administration team at the Atlanta workshop and in work with consultants at College G have been "stunned by consultants challenging the President to his face." His willingness to listen and to attempt to learn new ways is impressive to these same people, but neither the experience nor changes in the President's style are yet visible to the faculty.

The faculty is highly competent. Many sources describe the teaching faculty as greatly improved over recent years to the point where poor teaching is the rare expection. The Faculty Development Committee has had a particularly beneficial effect in strengthening this record of achievement. It can be a force for further development. Colleges like this cannot exist without a committed, hard-working faculty which emphasizes positive values over prestige and high income. The faculty also is a "little unsure of itself in the face of change." They are "not risk-takers on the whole." Based, apparently, on some unspecified cases of abrupt dismissal of faculty members in the past, there is "fear among the faculty. The word is, 'don't make waves'." Despite the unsettling drop in enrollment this past year, some faculty do not accept or are unaware of the data on retention and recruitment.

There are other difficulties. "Distrust, blaming and doctrinal tension are pervasive here." Student service personnel are seen as good people. However, their conservative stance is seen by some as pushing College G toward an extreme position "like Tennessee Temple or Bob Jones University." For others this is seen as a desirable move which could attract students from the growing Christain high school movement. Admissions and recruitment are both blamed and praised for doing a poor and an outstanding job. Some faculty feel the President disabled the Faculty Development Committee by assigning tasks then not acting on the results. Some administrators feel the faculty disables itself by not taking more initiative.

The community sees divisions between all parts of the campus: faculty-student services, faculty-President, students-student services, etc., etc. Yet, there is a strong sense of community and general satisfaction with the quality of life in the community. It is as though they are bound together by their differences.

The OCC is seen as a particularly strong competent person. She has the trust of most faculty for her integrity and openness. However, some see her as being "too powerful" or "too close to the President." Her supporters claim that some of the negative reactions stems from the fact she is a woman. The Associate Dean is also effective in his role because he is seen as competent, honest and in-tune with faculty values, needs and hopes. Together, the OCC and Associate Dean make an effective team in this program. They have the deserved trust and confidence of the key figures around them.

Relationship With SCC

The reaction to the work of SCC during its first year was completely positive. SCC has "realistic goals and an effective strategy." It is "non-threatening" and offers "refreshing openness." Workshops and consultants are seen as first-rate. There has been limited contact with their advisor and with other staff members, but it has been sufficient to meet their needs and expectations.

Prospects

Overall progress supports the directions taken so far. There are sufficient strengths on which to build. The barriers are normal ones which, if faced realistically and deliberately, can be overcome. If College G is to continue with its important educational mission, the tensions which exist must be accepted and channeled into institutional development rather than dissipated in internal friction. Rapid, dramatic change is inconsistent with the character of College G and the manner in which it operates. Given continued staff development and the willingness of key personnel to persist in their present level of performance, reasonable developmental progress seems likely.